

IMPROVING READING COMPREHENSION THROUGH 'GETTING THE FACT TECHNIQUE'

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Abstract: This thesis is entitled Improving Reading Comprehension Through 'Getting The Fact Technique' (A Classroom Action Research to Year-10 Students of SMAK Abdi Wacana Pontianak in Academic Year 2015/2016). It is aimed to find out the the answer of research questions, those are: (1) How can Getting the Fact Technique (GFT) improve reading comprehension to Year-10 students of SMAK Abdi Wacana Pontianak in Academic Year 2015/2016? (2) What problems are encountered by Year-10 students of SMAK Abdi Wacana Pontianak in Academic Year 2015/2016 when they are taught using Getting the Fact Technique (GFT)? The type of research applied to this research was Classroom Action Research (CAR) that was implemented in two cycles, The average score of students' test was 78.52 with the qualification of 'average to good' in cycle one and 87.48 with the qualification of 'good to excellent' in cycle two. It means that the average score of the tests on the material taught using FGT technique was higher than the minimum achievement criterion for English subject accomplishment for year-10 of SMAK Abdi Wacana Pontianak, that is 65.

Keywords: Reading Comprehension, Getting the Fact Technique

Abstract: Tujuan dari penelitian ini adalah Meningkatkan Komprehensi Membaca Melalui Teknik 'Getting The Fact' (Suatu Penelitian Tindakan Kelas Pada Siswa Kelas 10 SMAK Abdi Wacana Pontianak Tahun Pelajaran 2015/2016. Bagaimanakah Teknik 'Getting The Fact' dapat meningkatkan komprehensi membaca pada siswa kelas 10 SMAK Abdi Wacana Pontianak tahun pelajaran 2015/2016? Masalah-masalah apa sajakah yang dihadapi oleh siswa kelas 10 SMAK Abdi Wacana Pontianak tahun pelajaran 2015/2016 ketika diajarkan melalui teknik 'Getting the Fact'? Jenis penelitian ini adalah penelitian Tindakan kelas (PTK) yang dilaksanakan dalam dua siklus, Nilai rata-rata tes siswa adalah 78,52 dengan kategori '*average to good*' pada siklus 1 dan 87,48 dengan kategori '*good to excellent*' pada siklus 2. Hal itu menunjukkan bahwa nilai rata-rata hasil tes formatif dari materi yang diajarkan melalui teknik 'Getting The Fact' lebih tinggi dibandingkan dengan nilai KKM Kelas 10 SMAK Abdi Wacana Pontianak, yaitu 65.

Kata Kunci: Komprehensi Membaca, Teknik 'Getting the Fact'

Teaching English reading to Indonesian students is aimed to enable students to comprehend passages. The comprehension is mostly measured by the

students' ability to answer the question provided in the text book. The reading comprehension usually covers elements of main idea, reference, vocabulary, details and inference. In terms of position, the main idea can be initial, middle or final. The reference can be subjective, objective and possessive pronouns. The vocabulary may include definition, meaning, synonym, antonym, spelling and pronunciation. The details usually deal with examples, figures or statistics, indexes, coefficient, specific places and names. The inference is author's messages that are not found in the text or taken as implied meaning. However, to comprehend a text students should be able to understand the facts and information conveyed in the texts (please refer to Cesla, 2005, p. 21).

To understand the facts and information, students must be able to answer the questions provided in the text or passage. The questions are the WH-Questions consisting of *who*, *what*, *when*, *where*, *why*, and *how*. So, this research deals with students' ability to understand the facts and information, not the comprehension covering main idea, reference, vocabulary and inference. GFT is a technique used and suggested by Cesla (2000) to comprehend the reading passage. The GFT is the practice of asking and answering the *who*, *what*, *when*, *where*, *why*, and *how* questions to find and to remember the basic facts in a passage (Cesla, 2000, p. 50). It is assumed that the GFT might be good in other schools, but in SMAK AbdiWacana Pontianak the GFT is not quite successful.

Therefore, the implementation of the GFT will be used to improve the GFT itself by practicing or exercising more and to find and to remember the basic facts in a passage. Moreover, the objective of this research is to intervene teacher's way of teaching that is not only teaching reading passage and confirming the correct answer by referring to the answer key provided in the text book, but also guiding the students to be able to answer the questions themselves. It is noted that by students' side, the learning of reading comprehension is weak in terms of vocabulary number or acquisition, exercises and attention paid to teacher's teaching. Therefore, this weakness or problem might be solved through Classroom Action Research (CAR).

Blackwell, as cited in Singh (2006, p. 263) claims "Research concerned with school problems carried on by school personal to improve school practice is action research." Action research is often used to investigate specific issues or problems associated with classroom or school life. Teaching is a process carried out by the teacher in the classroom which is intended to transfer the knowledge and skills to the students. Brown (2001, p. 7) refers teaching to 'showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand'. The matter of teaching deals not only with showing or helping students, but also with the useful and effective process of teaching to cause the students to know or understand.

In teaching, a teacher needs to select and implement a teaching strategy that best fits or appropriate to curriculum goal based on students level of students capabilities (Sunal, 1990, p. 106). Moreover, learning is an internal process and relative observable activity such as attitude, emotions, and thinking process. Brown (2001, p. 7) defined that learning as acquiring or getting knowledge of a subject or skill of study, experiences or instructions. Reid (2007, p. 7) refers learning to a process and this process takes place over time. Therefore, learning

English is as acquiring or getting knowledge of English skill of study, experiences or instructions in English.

Teaching and learning cannot be separated. Teaching and learning is a process of an interaction between two or more persons who could produce an effect by their ideas. Teaching and learning is process of expressing and transforming the knowledge between teacher and students (please see Brown, 2001). Hence, the teaching is the activity of facilitating learning, enabling the learner to learn, and setting the condition for learning. In terms of English teaching, the teaching is the activity of facilitating English learning, enabling the learner to learn English, and setting the condition of learning English.

In teaching reading, the teacher facilitates the students to comprehend the written material. There are some aspects on reading comprehension. They are finding the main idea, reference, vocabulary, and finding implicit information. Those aspects could be taught by using the GFT strategy. Anderson, cited in Brown (2001, p. 5) defines strategy as conscious actions that readers take to improve their reading skills (please see Anderson, 2008). Therefore, as the teacher, we may design the classroom activity by using appropriate strategy in order to encourage the students achieve the teaching goals. Moreover, in learning reading, students acquire or get knowledge of a reading comprehension by answering reading text's questions by using the GFT strategy.

Comprehension is the ultimate goal of reading process in constructing meaning by integrating the information provided by the author with the reader's background knowledge. Wainwright (2007, p. 37) refers reading comprehension to 'Process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer. Reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or aloud reading, but it is the understanding taken into consideration. Comprehension includes recognizing and understanding a main idea and related details'.

Then, Klingner, et al, (2007, p. 2) said that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. Reading comprehension is the ability to think words together into sentences. Linge (2000, p. 2) defines Reading Comprehension as 'the ability to think words together into sentences and to understand the idea that the author is trying to convey in those sentences.

Reading passages taught to students of SMA/MA based on the KTSP curriculum include narrative text and descriptive text. Purnomowati, et al, (2015, p. 9) claim that a narrative text functions as 'To amuse, entertain, and deal with actual or various experiences in different ways. This type of narratives concerns with problematic events which lead a crisis or turning point of some kind, which in turn finds a resolution'. Moreover, in connection with descriptive text, Purnomowati, et al, (2015, p. 28) claim: 'Descriptive text functions to describe a particular person, thing, or place, and they are commonly expressed in simple present. Other tenses are used just when it is required.'

Good readers are not passive. They not only understand what they read but they are also able to correlate it to their previous knowledge, evaluate the relevance of the information, analyze and evaluate the information, formulate opinions and substantiate their thinking (Masuhara, 2009). Moreover,

comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they have not achieved the goal of reading comprehension. According to Ontario Ministry of Education (2003, p. 22), teacher should provide the students with planned activities for before, during and after reading

Reading is aimed to get information. Cesla (2005, p. 21) says: ‘Much of what you read today, especially in this information age, is designed to provide you with information. At work, for example, you might read about a new office procedure or how to use a new computer program. At home, you might read the paper to get the latest news or read about current issues in a magazine.’

To have the facts from texts, Cesla (2005, p. 22) suggests that students need to answer the questions of:

- *What* happened or will happen?,
- *Who* or *what* was involved or will be involved?,
- *When* did it happen or will happen?,
- *Where?*, and
- *Why?*

METHOD

The design of the research to implement the teaching reading comprehension using the GFT is Classroom Action Research (CAR). It occurs within a specific classroom situation and is usually conducted by the teacher as classroom participants, and aims to develop the situation. It means that classroom action research is aimed to improve the new skills in solving the real problem by using direct actions. Kemmis and McTaggart (1988) describe Action Research as ‘A form of *collective* self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. The approach is only action research when it is *collaborative*, though it is important to realize that the action research of the group is achieved through the *critically examined action* of individual group members.’

Furthermore, Zuber-Skerritt (1996, p. 83) claims that the aims of any action are to bring about practical improvement, innovation, change or development of social practice, and the practitioners’ better understanding of their practices. In addition, classroom action research is aimed to improve what happened in the classroom as the solution for the problem that appear and faced by the students and also the teacher. In addition, Calhoun cited in Ralph and Mary (2005, p. 3) classify approaches to action research into:

1. Individual teacher research studies a problem or issue within a single classroom
2. Collaborative action research studies a problem or issue within one or more classrooms.
3. School-wide action research refers to a school reform initiative.

Lewin cited in Cohen, et al, (2006, p. 234) describe the action research process into four main stages as shown in Diagram 1:

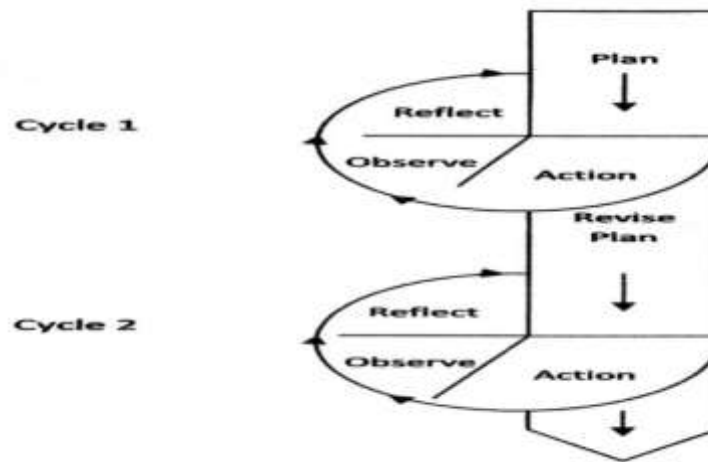


Diagram 1: Stage of CAR

(Taken from Zuber-Skerritt, 2001, p. 15)

1. Planning refers to an activity to plan what to do in action,
2. Acting refers to an application to implement what is planned,
3. Observing refers to an activity to see the process and progress of treatment, and
4. Reflecting refers to an activity to assess the action and observation.

The teaching of reading comprehension included reading passages or texts covering Narrative Texts and Descriptive Texts taken from text book entitled *Pengangan Guru* by Purnomowati, et al, (2015). The stages of the CAR to implement the GFT were respectively:

1. Planning
2. Acting
3. Observing
4. Reflecting

To compute the mean score, the researcher used the following formula:

$$M = \frac{\sum FX}{N}$$

Where,

- M = Mean score
 $\sum FX$ = Total sum of individual score
 N = Total number of students

(Taken from Heaton, 1998, p. 176)

Table 1

Students' Mean Test Result and Qualification

Range of mean score	Qualification
80-10	Good to Excellent
60-79	Avarage to Good
50-59	Poor to average
0-49	Poor

(Taken from:Heaton(1998, p. 146)

RESEARCH FINDINGS AND DISCUSSION

Findings

The research finding covers the results of measurement test, observation check-lists and field notes from cycle one to cycle two. The stages of CAR in cycle one to teach reading comprehension of narrative and descriptive using the GFT included Planning, Acting, Observing and Reflecting. The element of planning was pre, whilst and post-activities planned to achieve the teaching objectives as written in the Lesson Plan (please see Lesson Plan in appendix). Acting was the stage of action to implement the planning. Moreover, observing was the activity to observe whether or not the action done by the teacher was suitable with the planning. Taking notes was also done during the stage of this observing. Reflecting was the activity to reflect whether or not the teaching had met its objectives. The result or recommendation of reflection had been useful as input to plan and revise the teaching process and activity in cycle two.

Discussion

Based on the results of test administered to student after teaching and learning process, the observation check-lists and field notes done in cycle one dated 7 May 2016, it can be concluded thatGetting the Fact Technique (GFT) can improve reading comprehension to Year-10 students of SMAK AbdiWacana Pontianak in Academic Year 2015/2016. The average/mean score of students' test was 78.52 with the qualification of 'average to good'. It means the average/mean score of the test of the material taught using FGT technique Besides, it was proven by the average/mean score of the test that was higher than the MAC, Getting the Fact Technique (GFT) can improve reading comprehension was also supported by the success of teaching, that was by implementing pre, whilst and post-activities to reach the objective of teaching as they were planned in Lesson Plan. Nevertheless, based on the observation done by collaborator, it was observed that there were some activities that were not done by the teacher during the teaching. They were:

1. Providing some words/vocabularies dealing with reading text about to study (please see component/activity number 3, in pre-activity).
2. Reading aloud. Teacher reads first and the students repeat (please see component/activity number 5, in whilst-activity).
3. Summarizing and listing vocabularies learned by involving students (please see component/activity number 17, in post-activity).
4. Listing vocabulary learned done by appointing students to mention the vocabularies they have written in their notebook (please see component/activity number 18, in post-activity).

Furthermore, based on field notes made the collaborator, it was noted that:

1. The teacher did not lead or direct students to come to the material by asking the students to guess the topic or theme or title of reading text (please see component/activity number 2 of pre-activity).
2. The teacher did not make some revision on the pronunciation immediately as student read, and nor asked student to repeat over and over. It was because of time limitation, or time management problem (please see component/activity number 6 of whilst-activity).
3. The teacher did not concern with structures or tenses with her explanation or teaching. The teacher did not check students attention by asking them to redo or mention again what was explained (please see component/activity number 8 of whilst-activity).
4. The students did not ask teacher concerning questions and sentences in the text. It was because of communication direction problem to make student to take parts (please see component/activity number 13 of whilst-activity).

Based on the results of test administered to student after teaching and learning process in cycle two dated 14 May 2016, it was found out that the average/mean score was 87.48 with the qualification of 'good to excellent'. It means that the average/mean score of the test of the material taught using FGT technique was much higher than 65, that is the MAC for English subject accomplishment for year-10 of SMAK ABDI WACANA Pontianak. Moreover, there was an increasing average/mean score of the test, from 78.52 in cycle one to 87.48 in cycle two. The qualification of the average/mean score of test also improved, from 'average to good' to 'good to excellent'. The increasing or improvement of those average/mean score and qualification indicate that Getting the Fact Technique (GFT) can improve reading comprehension to Year-10 students of SMAK AbdiWacana Pontianak in Academic Year 2015/2016 in cycle two was better compared to cycle one.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of test, observation check-lists and field notes done in cycle one dated 7 May 2016, it can be concluded that Getting the Fact Technique (GFT) can improve reading comprehension to Year-10 students of SMAK AbdiWacana Pontianak in Academic Year 2015/2016. The average score of students' test was 78.52 with the qualification of 'average to good'. It means the average score of the test of the material taught using FGT technique was higher than the MAC for English subject accomplishment for year-10 of SMAK AbdiWacana Pontianak, that is 65. The average score of the test administered in cycle two dated 14 May 2016 was 87.48 with the qualification of 'good to excellent'. It means that the average score of the test of the material taught using FGT technique was much higher than 65, that is the MAC for English subject accomplishment for year-10 of SMAK ABDI WACANA Pontianak. Moreover, there was an increasing of average score of the test, from 78.52 in cycle one to 87.48 in cycle two. The qualification of the average score of test also improved, from 'average to good' to 'good to excellent'. The increasing or improvement of those average/mean score and qualification indicate that Getting the Fact Technique (GFT) can improve reading comprehension to Year-10 students of SMAK AbdiWacana Pontianak in Academic Year 2015/2016.

Suggestion

Based on the observation, field notes and students' writing in answer sheet of cycle one, it was identified that the students encountered problems. The problems were sentence structure or sentence pattern and incomplete sentence. Sentence structure dealt with subject, predicate (verb 1, 2 and 3, regular and irregular verbs matters) and object of the sentence. Some students answered incompletely and that made their mark or score reduced or granted with consolation score. However, in general this kind of problem encountered by the students was reduced or handled gradually by the teacher. Therefore, the average score of the test improved in cycle two.

Based on the observation result and field notes taken, it was found out that the teacher also encountered problems to teach students narrative

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